

**Alignment of the Arizona *Early Learning Standards* With
The Goals and Objectives of *The Creative Curriculum*® *Developmental Continuum for Ages 3–5* and
The Creative Curriculum® System:**

- ***The Creative Curriculum*® for Preschool**
- ***Literacy: The Creative Curriculum*® Approach**
- ***Mathematics: The Creative Curriculum*® Approach**
- ***The Creative Curriculum*® Study Starters**

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References

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<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
SOCIAL EMOTIONAL		
STRAND 1: KNOWLEDGE OF SELF		
Concept 1: Self-Awareness		
The child demonstrates an awareness of his or her self.		
a. Demonstrates self-confidence	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p>
b. Makes personal preferences known to others.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 2: “Choice Time,” pp. 87–88; “Teaching Social Problem-Solving Skills,” pp. 110–115, esp. “Handling Problems Between Children,” pp. 110–114; “Responding to Challenging Behavior,” pp. 116–122, esp. “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p>
c. Demonstrates knowledge of self-identity.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Teaching Social Problem-Solving Skills,” pp. 110–115, esp. “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p>

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d. Shows an awareness of similarities and differences between self and others.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 	The Creative Curriculum for Preschool Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
Concept 2: Recognition and Expression of Feelings		
The child recognizes and expresses feelings of self and others.		
a. Associates emotions with words and facial expressions.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 	The Creative Curriculum for Preschool Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
b. Identifies and describes own feelings.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 	The Creative Curriculum for Preschool Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Chapter 7: “Dramatic Play,” pp. 271–293 The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”

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c. Demonstrates refusal skills by saying “No” to/in harmful situations.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights	The Creative Curriculum for Preschool Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
d. Identifies and describes feelings of others.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	The Creative Curriculum for Preschool Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 7: “Dramatic Play,” pp. 271–293 The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
e. Expresses empathy for others		
STRAND 2: SOCIAL INTERACTIONS WITH OTHERS		
Concept 1: Separation		
The child demonstrates the ability to separate from familiar adults.		
a. Interacts with others when family member is nearby.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school	The Creative Curriculum for Preschool Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
b. Separates from family members without undue stress.		
c. Seeks comfort and security from familiar adults.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	The Creative Curriculum for Preschool Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105

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Concept 2: Cooperation		
The child demonstrates the ability to give and take during social interactions.		
a. Responds when adults or other children initiate interactions.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not 	The Creative Curriculum for Preschool Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
b. Initiates and sustains positive interactions with adults and friends.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 	The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
c. Demonstrates positive ways to resolve conflict.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise 	The Creative Curriculum for Preschool Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” The Creative Curriculum Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”

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STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS		
Concept 1: Self-Control		
The child follows and understands rules and routines in various environments.		
a. Manages transitions, daily routines and unexpected events.	SOCIAL/EMOTIONAL DEVELOPMENT— Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures SOCIAL/EMOTIONAL DEVELOPMENT— Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
b. Understands and follows rules in the learning environment.		
c. Accepts the consequences of actions positive or negative.		
d. Adjusts behavior for alternate activities and in different settings of the learning environment.		
Concept 2: Respect		
The child acknowledges the rights and property of self and others.		
a. Asks permission before using items that belong to others.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Coaching Children on How to Be Assertive,” p. 120 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies”
b. Defends own rights and the rights of others.		
c. Uses courteous words and actions.		
d. Participates in cleaning up the learning environment.	SOCIAL/EMOTIONAL DEVELOPMENT— Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74; “Evaluating the Effectiveness of the Physical Environment,” pp. 76–81; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78 <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies”
e. Shows respect for learning materials and toys.		

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STRAND 4: APPROACHES TO LEARNING		
Concept 1: Curiosity		
The child is inquisitive about new experiences.		
a. Selects an activity when choices are provided.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 <i>The Creative Curriculum Study Starters</i> “What Children Want to Know” “Create Webs of Important Ideas and Content”
b. Shows interest in learning new things and trying new experiences.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 <i>The Creative Curriculum Study Starters</i> “What Children Want to Know” “Create Webs of Important Ideas and Content”
c. Expresses interest in people.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 3: “Social Studies,” pp. 146–151 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
d. Asks questions to get information.	LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 <i>The Creative Curriculum Study Starters</i> “What Children Want to Know” “Create Webs of Important Ideas and Content” “Integrate Content Area Learning: Social Studies” “Investigate the Topic”

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Concept 2: Initiative		
The child demonstrates independence.		
a. Initiates interaction with others.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “What Children Learn: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
b. Makes decisions independently.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “What Children Learn: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”
c. Develops independence during activities, routines and play.		
Concept 3: Persistence		
The child demonstrates the ability to maintain and sustain a challenging task.		
a. Continuously attends to a task.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Regain Control,” pp. 121–122 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198
b. Pursues challenges.		
c. Copes with frustration or disappointment.		

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Concept 4: Creativity		
The child demonstrates the ability to express his/her own unique way of seeing the world.		
a. Uses imagination to generate new ideas.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <i>The Creative Curriculum Study Starters</i> “What Children Already Know” “What Children Want to Know” “Create Webs of Important Ideas and Content”
b. Appreciates humor.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development”

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Concept 5: Problem-solving		
The child demonstrates the ability to seek solutions to problems.		
a. Recognizes problems.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems	<i>The Creative Curriculum for Preschool</i> Chapter 2: "Choice Time," pp. 87–88 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Integrating Learning Through Studies," pp. 190–198 Section in all Interest Area chapters: "How ___ Promotes Cognitive Development" Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area" Section in all Interest Area chapters: "What Children Learn" <i>The Creative Curriculum Study Starters</i> "What Children Already Know" "What Children Want to Know" "Investigate the Topic"
b. Tries to solve problems.		
c. Seeks adult assistance when support is required.		
d. Works to solve a problem independently.		
Concept 6: Confidence		
The child demonstrates self-assurance in a variety of circumstances.		
a. Expresses opinions or ideas.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	<i>The Creative Curriculum for Preschool</i> Chapter 2: "Choice Time," pp. 87–88 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Interacting With Children to Promote Learning," pp. 175–178; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Integrating Learning Through Studies," pp. 190–198 Section in all Interest Area chapters: "How ___ Promotes Cognitive Development" Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area" Section in all Interest Area chapters: "What Children Learn" <i>The Creative Curriculum Study Starters</i> "What Children Want to Know" "Investigate the Topic"
b. Views self as competent and skilled.		
c. Is willing to take risks and consider a variety of alternatives.		

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LANGUAGE AND LITERACY		
STRAND 1: ORAL LANGUAGE DEVELOPMENT		
Concept 1: Listening and Understanding		
The child listens with understanding to directions, stories, and conversations.		
<p>a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p><i>The Creative Curriculum for Preschool</i> Chapter 1: “Listening and Speaking,” p. 22 Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Listening and Responding to Language</i>, p. 274 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Be a Word Can You Do It? Copy Cat Listening Cords Me Too! Rhyming Riddles Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p><i>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</i></p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Literacy” “Enhancements to Interest Areas: Library”</p>
<p>b. Follows directions that involve</p> <ul style="list-style-type: none"> • One step • Two steps • A series of unrelated sequences of action. 	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ol style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 	<p><i>The Creative Curriculum for Preschool</i> Chapter 1: “Listening and Speaking,” p. 22 Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97 Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p><i>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</i></p>

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Concept 2: Speaking and Communicating		
The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).		
a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	The Creative Curriculum for Preschool Chapter 1: “Listening and Speaking,” p. 22 Chapter 3: “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Language Development” The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking
b. Recites finger plays, rhymes, songs, or short poems.	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy <u>Listening and Responding to Language</u> , p. 274 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Be a Word Can You Do It? Copy Cat Listening Cords Me Too! Rhyming Riddles <u>Self-Expression</u> , p. 275 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Can You Do It? Dressing for School Group Sharing I Went Shopping Listening Cords Picture This Rhyming Riddles What’s for Breakfast? Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
<p>c. Makes relevant responses to questions and comments from others.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Working With Groups of Children,” pp. 183–187</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275</p> <p><u>Instructional Strategies & Related Activities:</u></p> <p>All Kinds of Spiders</p> <p>Can You Do It?</p> <p>Dressing for School</p> <p>Group Sharing</p> <p>I Went Shopping</p> <p>Listening Cords</p> <p>Picture This</p> <p>Rhyming Riddles</p> <p>What’s for Breakfast?</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
<p>d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Can You Do It? Dressing for School Group Sharing I Went Shopping Listening Cords Picture This Rhyming Riddles What’s for Breakfast? Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p><i>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</i></p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
e. Initiates conversations.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 2: “Small-Group Time,” p. 86</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Working With Groups of Children,” pp. 183–187</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275</p> <p><u>Instructional Strategies & Related Activities:</u></p> <p>All Kinds of Spiders</p> <p>Can You Do It?</p> <p>Dressing for School</p> <p>Group Sharing</p> <p>I Went Shopping</p> <p>Listening Cords</p> <p>Picture This</p> <p>Rhyming Riddles</p> <p>What’s for Breakfast?</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
<p>f. Uses appropriate tone and inflection to express ideas, feelings, and needs.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Working With Groups of Children,” pp. 183–187</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275</p> <p><u>Instructional Strategies & Related Activities:</u></p> <p>All Kinds of Spiders</p> <p>Can You Do It?</p> <p>Dressing for School</p> <p>Group Sharing</p> <p>I Went Shopping</p> <p>Listening Cords</p> <p>Picture This</p> <p>Rhyming Riddles</p> <p>What’s for Breakfast?</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
g. Sustains or expands conversations.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 1: “Second Language Learners,” pp. 38–41</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275</p> <p><u>Instructional Strategies & Related Activities:</u></p> <p>All Kinds of Spiders</p> <p>Can You Do It?</p> <p>Dressing for School</p> <p>Group Sharing</p> <p>I Went Shopping</p> <p>Listening Cords</p> <p>Picture This</p> <p>Rhyming Riddles</p> <p>What’s for Breakfast?</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38</p> <p>Chapter 2: “Adaptations for English Language Learners,” pp. 62–65</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
<p>h. Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Self-Expression</i>, p. 275</p> <p><u>Instructional Strategies & Related Activities:</u></p> <p>All Kinds of Spiders Can You Do It? Dressing for School Group Sharing I Went Shopping Listening Cords Picture This Rhyming Riddles What’s for Breakfast?</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38</p> <p>Chapter 2: “Adaptations for English Language Learners,” pp. 62–65</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	Related Publications from <i>The Creative Curriculum® System</i>
STRAND 2: PRE-READING PROCESS		
Concept 1: Print Awareness		
The child knows that print carries messages.		
<p>a. Distinguishes between print and pictures.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Library,” pp. 351–379</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy</i> <i>Print Concepts</i>, p. 282 <u><i>Instructional Strategies & Related Activities</i></u> All Kinds of Spiders Baggie Books Buried Treasures Can You Do It? Clothesline Storytelling Coupon Match Did You Ever See? Dressing for School I Went Shopping Jumping Beans What’s for Breakfast? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Chapter 1: “Knowledge of Print,” pp. 22–27 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Literacy” “Enhancements to Interest Areas: Library”</p>

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
<p>b. Identifies signs, symbols, and labels in the environment.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read</p>	<p>The Creative Curriculum for Preschool Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Print Concepts, p. 282 <u>Instructional Strategies & Related Activities</u> All Kinds of Spiders Baggie Books Buried Treasures Can You Do It? Clothesline Storytelling Coupon Match Did You Ever See? Dressing for School I Went Shopping Jumping Beans What’s for Breakfast? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
c. Recognizes that letters are grouped to form words.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Letters and Words,” p. 129, 133</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy</i> <i>Alphabet and Word Knowledge</i>, p. 283 <u><i>Instructional Strategies & Related Activities</i></u></p> <p>Baggie Books Buried Treasures Coupon Match Dressing for School Friends I Spy With My Little Eye Jumping Beans Making My Name Me Too! Silly Names Walk a Letter? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Who Will Jump the Candlestick? Chapter 1: “Letters and Words,” pp. 28–32</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
d. Knows that each spoken word can be written and read.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p><i>Literacy: The Creative Curriculum Approach</i> <i>Scope and Sequence for Language and Literacy</i> <i>Print Concepts</i>, p. 282</p> <p><u><i>Instructional Strategies & Related Activities</i></u></p> <p>All Kinds of Spiders Baggie Books Buried Treasures Can You Do It? Clothesline Storytelling Coupon Match Did You Ever See? Dressing for School I Went Shopping Jumping Beans What’s for Breakfast? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
e. Recognizes own written name.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Letters and Words,” p. 129, 133</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy</i> <i>Alphabet and Word Knowledge</i>, p. 283 <u><i>Instructional Strategies & Related Activities</i></u> Baggie Books Buried Treasures Coupon Match Dressing for School Friends I Spy With My Little Eye Jumping Beans Making My Name Me Too! Silly Names Walk a Letter? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Who Will Jump the Candlestick? Chapter 1: “Letters and Words,” pp. 28–32</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

Arizona Early Learning Standards	<i>The Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i>[®] System
f. Recognizes written names of friends and families.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Letters and Words,” p. 129, 133</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Alphabet and Word Knowledge</i>, p. 283 <u>Instructional Strategies & Related Activities</u></p> <p>Baggie Books Buried Treasures Coupon Match Dressing for School Friends I Spy With My Little Eye Jumping Beans Making My Name Me Too! Silly Names Walk a Letter? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Who Will Jump the Candlestick? Chapter 1: “Letters and Words,” pp. 28–32</p> <p><i>The Creative Curriculum</i>[®] Literacy Kit 2: Guided Learning—Reading and Writing</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
g. Seeks information in printed materials.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Motivation for Reading</i>, p. 280</p> <p><u><i>Instructional Strategies & Related Activities</i></u></p> <p>Can You Do It? Clothesline Storytelling Dressing for School Feed Me Friends Give a Dog a Bone Listen for the Word Pocket Storytelling: <i>The Mitten</i> Story Aprons</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p>Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p><i>The Creative Curriculum</i>® <i>Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	Related Publications from <i>The Creative Curriculum® System</i>
Concept 2: Book Handling Skills		
The child demonstrates how to handle books appropriately and with care.		
a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Knowledge of Print,” p. 128, 132 Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy <u>Print Concepts</u> , p. 282 <u>Instructional Strategies & Related Activities</u>
b. Identifies where in the book to begin reading		All Kinds of Spiders Baggie Books Buried Treasures Can You Do It? Clothesline Storytelling Coupon Match Did You Ever See? Dressing for School I Went Shopping Jumping Beans What’s for Breakfast? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Chapter 1: “Knowledge of Print,” pp. 22–27
c. Understands a book has a title.		The Creative Curriculum® Literacy Kits: Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)		
The child hears and understands the different sounds of spoken language.		
a. Recognizes words that rhyme in familiar games, songs, and stories.	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	The Creative Curriculum for Preschool Chapter 3: “Phonological Awareness,” p. 128, 132 Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy <u>Phonological Awareness</u> , pp. 276–279 <u>Instructional Strategies & Related Activities—Rhyming</u> , p. 276: Did You Ever See? Give a Dog a Bone I Spy With My Little Eye Listening Cords Poetry in Motion Rhyme Time Rhyming Riddles Rhyming Tubs <u>Instructional Strategies & Related Activities—Alliteration</u> , p. 277: I Spy With My Little Eye Me Too! Silly Names <u>Instructional Strategies & Related Activities—Sentences and Words</u> , p. 278: Be a Word Listen for the Word <u>Instructional Strategies & Related Activities—Syllables</u> , p. 278: Clap a Friend’s Name <u>Onset and Rime</u> , p. 279 <u>Phonemic Awareness</u> , p. 279 <u>Instructional Strategies & Related Activities</u> : Did You Ever See? Feed Me Chapter 1: “Phonological Awareness,” pp. 16–21 The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking
b. Invents rhymes and repetitive phrases.		
c. Identifies syllables in words by snapping, clapping, or other rhythmic movement.		
d. Recognizes when different words begin or end with the same sound (phonemic awareness).		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>	
Concept 4: Letter Knowledge			
The child demonstrates knowledge of the alphabet.			
a. Discriminates letters from other shapes and symbols.	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Letters and Words,” p. 129, 133	
b. Identifies similarities and differences in letters.		<i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Alphabet and Word Knowledge</i> , p. 283 <u>Instructional Strategies & Related Activities</u> Baggie Books Buried Treasures Coupon Match Dressing for School Friends I Spy With My Little Eye Jumping Beans Making My Name Me Too! Silly Names Walk a Letter? What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Who Will Jump the Candlestick?	
c. Identifies letters in familiar words, including those in own name.		<i>The Creative Curriculum® Literacy Kits:</i> <i>Kit 1: Guided Learning—Listening and Speaking</i> <i>Kit 2: Guided Learning—Reading and Writing</i> <i>Kit 3: Independent Explorations—Library</i> <i>Kit 4: Independent Explorations—Interest Areas</i>	
d. Recognizes and names at least ten (10) letters of the alphabet.			
e. Makes some letter-sound matches (phonics).			

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	Related Publications from <i>The Creative Curriculum® System</i>	
Concept 5: Vocabulary Development			
The child understands and uses increasingly complex vocabulary.			
a. Identifies familiar objects, people, and events.	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy</i> Vocabulary and Language <u>Listening and Responding to Language</u> , p. 274 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Be a Word Can You Do It? Copy Cat Listening Cords Me Too! Rhyming Riddles <u>Self-Expression</u> , p. 275 <u>Instructional Strategies & Related Activities:</u> All Kinds of Spiders Can You Do It? Dressing for School Group Sharing I Went Shopping Listening Cords Picture This Rhyming Riddles What’s for Breakfast? Chapter 1: “Vocabulary and Language,” pp. 11–15 <i>The Creative Curriculum® Literacy Kits:</i> <i>Kit 1: Guided Learning—Listening and Speaking</i> <i>Kit 2: Guided Learning—Reading and Writing</i> <i>Kit 3: Independent Explorations—Library</i> <i>Kit 4: Independent Explorations—Interest Areas</i>	
b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.			
c. Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> • positional and directional words (e.g. in, on, out, under, off, beside, behind). • temporal words (e.g. before-after) • comparative words (e.g. faster-slower, heavier-lighter). 			
d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.			
e. Uses rare words (uncommon words) in communication.			

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	Related Publications from <i>The Creative Curriculum® System</i>
Concept 6: Comprehending Stories		
The child shows an interest in books and comprehends stories read aloud.		
a. Takes an active role in reading activities.	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
b. Asks and answers a variety of questions about stories told or read aloud.	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	<i>Literacy: The Creative Curriculum Approach</i> Scope and Sequence for Language and Literacy <u>Motivation for Reading</u> , p. 280 <u>Instructional Strategies & Related Activities</u> Can You Do It?; Clothesline Storytelling; Dressing for School; Feed Me; Friends; Give a Dog a Bone; Listen for the Word; Pocket Storytelling; <i>The Mitten</i> ; Story Aprons
c. Relates stories to life experiences and feelings.	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38 Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143
d. Makes predictions from what is seen in illustrations or heard from stories.	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	<i>The Creative Curriculum® Literacy Kits:</i> <i>Kit 1: Guided Learning—Listening and Speaking</i> <i>Kit 2: Guided Learning—Reading and Writing</i> <i>Kit 3: Independent Explorations—Library</i> <i>Kit 4: Independent Explorations—Interest Areas</i>
e. Makes connections between events in a story.	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Literacy” “Enhancements to Interest Areas: Library”
f. Retells a story in sequence with prompting or props.	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
STRAND 3: PRE-WRITING PROCESS		
Concept 1: Written Expression		
The child uses writing materials to communicate ideas.		
a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name	The Creative Curriculum for Preschool Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Literacy: The Creative Curriculum Approach Scope and Sequence for Language and Literacy Print Concepts , p. 282
b. Dictates thoughts, ideas, and stories to adults.	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Instructional Strategies & Related Activities All Kinds of Spiders Baggie Books Buried Treasures Can You Do It? Clothesline Storytelling
c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Coupon Match Did You Ever See? Dressing for School I Went Shopping Jumping Beans What’s for Breakfast?
d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	What’s for Snack? Which Friend Did You See? Who Ate the Cookies? Chapter 3: “Writing,” pp. 109–119; “Playing: Children’s Work,” pp. 120–126 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190, especially “Developmental Steps in Writing,” pp. 137–138
e. Uses inventive writing to form words to convey ideas or to tell a story.	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	The Creative Curriculum® Literacy Kits: Kit 1: Guided Learning—Listening and Speaking Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas The Creative Curriculum Study Starters “Integrate Content Area Learning: Literacy”

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> [®] System
MATHEMATICS		
STRAND 1: NUMBER SENSE AND OPERATIONS		
Concept 1: Number Sense		
The child uses numbers and counting as a means to determine quantity and solve problems.		
a. Uses number words in the context of daily routines, activities, and play.	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i> Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 <i>The Creative Curriculum</i>[®] <i>Math Kit 1: Number, Geometry & Data</i> <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Toys and Games”
b. Uses and creates symbols to represent numbers.	III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
c. Counts groups of objects using one-to-one correspondence.	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i> Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 <i>The Creative Curriculum</i>[®] <i>Math Kit 1: Number, Geometry & Data</i> <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Toys and Games”
d. Compares two sets of objects using terms such as more, fewer, or the same.		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
e. Counts a collection of up to 10 items using the last counting word to tell, “How many?”	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total 	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 <i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Toys and Games”
f. Identifies numerals 1-10.		
g. Matches numerals to the quantities they represent.		
Concept 2. Numerical Operations		
The child uses numbers and counting as a means to compare quantity and understand number relationships.		
a. Describes changes in two or more sets of objects when they are combined.	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence <ul style="list-style-type: none"> I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 <i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Toys and Games”
b. Describes changes in a set of objects when they are separated into parts.		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> [®] System
STRAND 2: DATA ANALYSIS*		
*This strand often requires adult facilitation.		
Concept 1: Data Collection and Organization		
The child collects, organizes, and displays relevant data.		
a. Gathers data about self or the environment.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 6, “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i></p> <p>Chapter 1: “Data Analysis, pp. 39–45</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142</p> <p>Activities Focused on Data Analysis: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Data Analysis: pp. 336–337</p> <p><i>The Creative Curriculum</i>[®] <i>Math Kit 1: Number, Geometry & Data</i></p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Math”</p> <p>“Enhancements to Interest Areas: Blocks”</p> <p>“Enhancements to Interest Areas: Toys and Games”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i>[®] System
<p>b. Organizes and displays information by shared attribute or relationship.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 6, “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>Mathematics: The Creative Curriculum</i>[®] Approach</p> <p>Chapter 1: “Data Analysis,” pp. 39–45</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Activities Focused on Data Analysis: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Data Analysis: pp. 336–337</p> <p><i>The Creative Curriculum</i>[®] Math Kit 1: Number, Geometry & Data</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Math”</p> <p>“Enhancements to Interest Areas: Blocks”</p> <p>“Enhancements to Interest Areas: Toys and Games”</p>

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 2: Data Analysis*		
*This strand often requires adult facilitation.		
The child uses data to see relationships and make sense of the environment.		
a. Uses descriptive language to compare data in picture graphs or other concrete representations.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	<p>The Creative Curriculum for Preschool</p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Data Analysis, pp. 39–45</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142</p> <p>Activities Focused on Data Analysis: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Data Analysis: pp. 336–337</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p> <p>The Creative Curriculum Study Starters</p> <p>“Integrate Content Area Learning: Math”</p> <p>“Enhancements to Interest Areas: Blocks”</p> <p>“Enhancements to Interest Areas: Toys and Games”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] <i>Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum</i> [®] <i>System</i>
STRAND 3: PATTERNS		
Concept 1: Patterns		
The child recognizes, copies, and creates patterns.		
a. Copies simple patterns.	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i> Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Music and Movement Area,” pp. 148–151 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335 <i>The Creative Curriculum</i>[®] <i>Math Kit 2: Patterns & Measurement</i> <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Blocks” “Enhancements to Interest Areas: Toys and Games”
b. Extends simple patterns.		
c. Creates simple patterns.		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> [®] System
STRAND 4: GEOMETRY AND MEASUREMENT		
Concept 1: Spatial Relationships and Geometry		
The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.		
a. Demonstrates understanding of positional terms (e.g., between inside, under, behind).	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	<i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Art Area,” pp. 129–132 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344
c. Represents shapes found in the environment.	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–33
d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	<i>The Creative Curriculum</i>[®] <i>Math Kits: 1: Number, Geometry & Data; 2: Patterns & Measurement</i>
e. Describes the position or location of objects in relation to self or to other objects.	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	<i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Blocks” “Enhancements to Interest Areas: Toys and Games”

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System	
Concept 2: Measurement			
The child uses measurement to make and describe comparisons in the environment.			
a. Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	The Creative Curriculum for Preschool Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333 The Creative Curriculum® Math Kit 2: Patterns & Measurement The Creative Curriculum Study Starters “Integrate Content Area Learning: Math” “Enhancements to Interest Areas: Blocks, Toys and Games, Sand and Water, Cooking”	
b. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.			
c. Uses various standard measuring tools for simple measuring tasks.			

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
d. Uses appropriate vocabulary to describe time and sequence related to daily routines.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 3: “Integrating Mathematics Throughout the Day,” pp. 72–78</p> <p>Activities Focused on Measurement: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Measurement: pp. 332–333</p> <p>The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>
STRAND 5: STRUCTURE AND LOGIC		
Concept 1: Logic and Reasoning		
The child recognizes and describes relationships among/ between objects relative to their observable attributes.		
a. Matches and sorts objects by one attribute (e.g., size, color, shape, use).	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p>	<p>The Creative Curriculum for Preschool</p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>
b. Matches and sorts objects by two or more attributes (e.g., by size and by color).	<p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>	<p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120;</p> <p>Activities Focused on Measurement: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Measurement: pp. 332–333</p>
c. Describes relationships between groups of objects.		<p>The Creative Curriculum® Math Kits: 1: Number, Geometry & Data; 2: Patterns & Measurement</p> <p>The Creative Curriculum Study Starters</p> <p>“Integrate Content Area Learning: Math”</p> <p>“Enhancements to Interest Areas: Blocks”</p> <p>“Enhancements to Interest Areas: Toys and Games”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
SCIENCE		
STRAND 1: INQUIRY		
Concept 1: Observations, Questions, and Hypotheses		
The child asks questions and makes predictions based on observations of events in the environment.		
a. Demonstrates curiosity about objects, living things, and other natural events in the environment.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522, esp. “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Science” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Discovery” “Enhancements to Interest Areas: Sand and Water” “Enhancements to Interest Areas: Outdoors”
b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.		
c. Examines attributes of objects, living things, and natural events in the environment.		
d. Describes changes in objects, living things, and the natural events in the environment.		
e. Observes and describes the relationships between objects, living things and natural events.		
f. Responds to questions about relationships of objects, living things, and events in the natural environment.		
g. Asks questions about relationships of objects, living things, and natural events in the environment.		
h. Predicts the outcome of investigation based on observation.		

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 2: Investigation (Scientific Testing)		
The child tests predictions through exploration and experimentation.		
<p>a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.</p> <p>b. Test predictions through active experimentations.</p> <p>c. Changes experiment plan if results are different than expected and continues testing.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>The Creative Curriculum for Preschool Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum Study Starters “Integrate Content Area Learning: Science” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Discovery” “Enhancements to Interest Areas: Sand and Water” “Enhancements to Interest Areas: Outdoors”</p>
<p>d. Persists with an investigation despite distractions and interruptions.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it</p>	<p>The Creative Curriculum for Preschool Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum Study Starters “Integrate Content Area Learning: Science” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Discovery” “Enhancements to Interest Areas: Sand and Water” “Enhancements to Interest Areas: Outdoors”</p>

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 3: Analysis and Conclusions		
The child forms conclusions about his/her observations and experimentations.		
a. Compares and contrasts the attributes of objects and living things.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	The Creative Curriculum for Preschool Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
b. Uses a variety of materials to record and organize data.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	The Creative Curriculum Study Starters “Integrate Content Area Learning: Science” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Discovery” “Enhancements to Interest Areas: Sand and Water” “Enhancements to Interest Areas: Outdoors”
c. Identifies cause and effect relationships.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	
d. Forms logical conclusions about investigations.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	

Arizona Early Learning Standards	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
Concept 4: Communication		
The child describes, discusses or presents predictions, explanations and generalizations.		
a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “How ___ Promotes Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
b. Describes attributes of objects, living things and natural events (e.g. weight, texture, flavor, scent, flexibility, and sound).	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Science” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Discovery” “Enhancements to Interest Areas: Sand and Water” “Enhancements to Interest Areas: Outdoors”
c. Displays and interprets data.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	

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d. Presents scientific ideas in a variety of ways.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Discovery,” pp. 381–401, esp. “Take-Aparts and Safety,” p. 390</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “How ___ Promotes Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Science”</p> <p>“Create Webs of Important Ideas and Content”</p> <p>“Enhancements to Interest Areas: Discovery”</p> <p>“Enhancements to Interest Areas: Sand and Water”</p> <p>“Enhancements to Interest Areas: Outdoors”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> [®] System
SOCIAL STUDIES		
STRAND 1: AMERICAN HISTORY		
Concept 1: Research Skills		
The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one’s life.		
a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p>	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151</p> <p>Chapter 5: “Appreciating Family Differences,” pp. 212–213</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>“Create Webs of Important Ideas and Content”</p> <p>“Enhancements to Interest Areas: Dramatic Play”</p>
b. Child relates past events with current events or activities.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	
c. Child uses time related words such as yesterday/today/tomorrow.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
d. Child demonstrates awareness of technology and how it is used to get information.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Technology,” pp. 156–160</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>“Integrate Content Area Learning: Technology”</p> <p>“Create Webs of Important Ideas and Content”</p> <p>“Enhancements to Interest Areas: Dramatic Play”</p> <p>“Enhancements to Interest Areas: Technology”</p>
STRAND 2: WORLD HISTORY		
Concept 1: Diversity (Contemporary World)		
The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.		
a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150; “People and the Environment,” p. 148, 151</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>“Enhancements to Interest Areas: Dramatic Play”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
b. Child discusses and asks questions about similarities and differences in other people.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”</p>
c. Child discusses events happening in her/his neighborhood or other parts of the world.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”</p>
d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”</p>

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
STRAND 3: CIVICS/GOVERNMENT		
Concept 1: Rights, Responsibilities and Roles of Citizenship		
The child demonstrates a sense of belonging to the community and contributes to its care.		
a. Child demonstrates responsible behaviors.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures	<i>The Creative Curriculum for Preschool</i> Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Creating a Classroom Community,” pp. 102–122, esp. “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
b. Child shows an understanding of how to care for the environment.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	<i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Dramatic Play”
c. Child recognizes the importance of his/her role as part of a group.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures	
d. Child demonstrates choice by voting.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures	<i>The Creative Curriculum for Preschool</i> Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Creating a Classroom Community,” pp. 102–122, esp. “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Dramatic Play”

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STRAND 4: GEOGRAPHY		
Concept 1: The World in Spatial Terms		
The child demonstrates an awareness of location and spatial relationships.		
a. Child uses words to describe directionality and/or location.	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6, “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
b. Child names the city/state in which he/she lives.	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	<i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Blocks” “Enhancements to Interest Areas: Dramatic Play” “Enhancements to Interest Areas: Outdoors”
c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6, “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Blocks” “Enhancements to Interest Areas: Dramatic Play” “Enhancements to Interest Areas: Outdoors”

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
Concept 2: Family Identity (Human Systems)		
The child recognizes self as a member of a family.		
a. Child views self as a member of the family unit.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	<i>The Creative Curriculum for Preschool</i> Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Creating a Classroom Community,” pp. 102–122, esp. “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Dramatic Play”
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).		
c. Child describes/discusses own family’s cultural or family traditions.		
d. Child identifies similarities and differences in her family composition and the families of others.		
e. Child shows knowledge of family members’ roles and responsibilities in the home.		
STRAND 5: ECONOMICS		
Concept 1: Foundations of Economics		
The child demonstrates knowledge of the interactions between people, resources, and regions.		
a. Child demonstrates awareness that money is used to purchase goods and services.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	<i>The Creative Curriculum for Preschool</i> Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Create Webs of Important Ideas and Content” “Enhancements to Interest Areas: Dramatic Play”
b. Child shows an understanding that adults work to earn money to buy things such as groceries.		
c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.		

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PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT		
Concept 1: Gross Motor Development		
The child moves with balance and control.		
a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 	<i>The Creative Curriculum for Preschool</i> Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522
b. Moves with balance.	PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 	<i>The Creative Curriculum Study Starters</i> “Enhancements to Interest Areas: Music and Movement” “Enhancements to Interest Areas: Outdoors”

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
Concept 2: Gross Motor Development		
Child demonstrates coordination of body movements.		
a. Coordinates movements to perform tasks.	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy 	<p><i>The Creative Curriculum for Preschool</i></p> <p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “How ___ Promotes Physical Development”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>“Enhancements to Interest Areas: Music and Movement” “Enhancements to Interest Areas: Outdoors”</p>
b. Exhibits body awareness.	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 	
c. Exhibits body spatial awareness.	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 	

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 3: Fine Motor Development		
The child uses fingers and hands to manipulate tools and materials.		
a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name 	<p>The Creative Curriculum for Preschool</p> <p>Chapter 1: “Physical Development: Fine Motor,” p. 20</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p>
b. Uses eye-hand coordination to perform simple tasks.	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 	<p>Section in all Interest Area chapters: “How ___ Promotes Physical Development”</p> <p>The Creative Curriculum Study Starters</p> <p>“Integrate Content Area Learning: Literacy”</p> <p>“Integrate Content Area Learning: The Arts”</p> <p>“Enhancements to Interest Areas: Blocks”</p> <p>“Enhancements to Interest Areas: Dramatic Play”</p> <p>“Enhancements to Interest Areas: Toys and Games”</p> <p>“Enhancements to Interest Areas: Art”</p>
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 	
d. Uses fine motor skills in daily living.	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 	

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
STRAND 2: HEALTH		
Concept 1: Hygiene and Health Practices		
Child demonstrates knowledge of personal health practices and routines.		
a. Demonstrates hygiene practices.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97 Chapter 14: “Cooking,” pp. 443–469 <i>The Creative Curriculum Study Starters</i> “Enhancements to Interest Areas: Cooking”
b. Demonstrates healthy practices:		
• Nutrition		
• Physical Activity		
• Rest and Relaxation		
STRAND 3: SAFETY		
Concept 1: Safety, Injury Prevention		
Child demonstrates knowledge of personal safety practices and routines.		
a. Demonstrates Environmental Safety Practices	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	<i>The Creative Curriculum for Preschool</i> Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; Chapter 16: “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518 <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies”
• Water and sun safety		
• Animal and plant safety, specific to child’s environment		
• Fire and gun safety		
• Playground safety		
• Tool safety		
b. Demonstrates Street Safety Practices		
• Crossing street		
• Car safety		
c. Demonstrates Personal Safety Practices		
• “Good/Bad” touching		
• Stranger Dangers		
• Knows personal information		
• Poison		
d. Demonstrates Emergency Safety Practices		
• Emergency Routines		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>Related Publications from The Creative Curriculum® System</i>
FINE ARTS		
STRAND 1 – VISUAL ART		
Concept 1: Creating Art		
The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.		
a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Art”
b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).		
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).		
d. Uses lines, forms, shapes, colors and texture to create personal art work.		
e. Creates art work with details which represent the child’s ideas, experiences and feelings.		
f. Creates art in two and three dimensions.		
Concept 2: Art in Context		
The child uses art as he/she begins to make sense of the environment and community.		
a. Participates in creative art activities that are part of the child’s community and culture.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345, “Talking With Children About Their Art,” pp. 342–344 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Art”
b. Participates in visual art activities that are part of other cultures.		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum</i> ® System
Concept 3: Art as Inquiry		
The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.		
a. Describes personal art work.		<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Visual Arts,” p. 154, 155; “Process Skills,” pp. 161–162 Chapter 9: “Art,” pp. 317–349, especially “What Children Learn in the Art Area,” pp. 334–335; “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340; “Talking With Children About Their Art,” pp. 342–344; “Nurturing Children’s Appreciation of Art,” p. 345; “Interacting With Children in the Art Area,” pp. 341–346 Section in all other Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>Literacy: The Creative Curriculum</i>® Approach Chapter 4: “Literacy in the Art Area,” pp. 157–161</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach Chapter 4: “Mathematics in the Art Area,” pp. 129–132</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Art”</p>
b. Expresses creative and personal choices when engaging in art activities.		
c. Responds to the art work of self and others through making comments or asking questions.		
d. Describes the details observed in art work.		

<i>Arizona Early Learning Standards</i>	<i>The Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	Related Publications from <i>The Creative Curriculum®</i> System
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Concept 1: Creating Music and Movement		
The child uses a wide variety of instruments, techniques and music to explore and create.		
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	<p>PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying</p>	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Music and Movement”</p>
b. Creates music/movement that represents child’s ideas, experience and/or feelings.		
c. Sings/moves to familiar rhymes, songs, and/or chants.		
d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.		

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
Concept 2: Music and Creative Movement in Context		
The child uses creative movement and music as he/she begins to make sense of the environment and community.		
a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	The Creative Curriculum for Preschool Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” The Creative Curriculum Study Starters “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Music and Movement”
b. Uses creative movement and dance to interpret the mood of various types of music and stories.		
c. Joins in music and movement activities that are part of the child’s community and culture.		
d. Creates music and movement activities that express the experiences of their own culture and the culture of others.		
Concept 3: Music and Creative Movement as Inquiry		
The child responds to music and creative movement through various means.		
a. Talks about music or movement.		The Creative Curriculum for Preschool Chapter 3: “Music,” p. 153, 155; “Process Skills,” pp. 161–162 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” The Creative Curriculum Study Starters “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Music and Movement”
b. Describes music or movement of self and others.		
c. Expresses creative and personal choices when engaging in music or movement activities.		
d. Responds to music or movement of self and others by noticing details commenting and questioning.		

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
STRAND 3: DRAMATIC PLAY		
Concept 1: Creating Dramatic Play		
The child uses dramatic play and props to explore and create.		
a. Participates in dramatic play activities.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”</p>
b. Assumes roles from daily activities using a variety of props.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”</p>
c. Dramatizes familiar stories.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p><i>The Creative Curriculum for Preschool</i> Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”</p>

Arizona Early Learning Standards	The Creative Curriculum® Goals, Objectives, and Developmental Steps	Related Publications from The Creative Curriculum® System
d. Takes on more than one dramatic play role at a time.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	The Creative Curriculum for Preschool Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” The Creative Curriculum Study Starters “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”
e. Pretends an object exists without using a prop.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	The Creative Curriculum for Preschool Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” The Creative Curriculum Study Starters “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”
Concept 2: Dramatic Play in Context		
The child uses dramatic play as he/she begins to make sense of his/her environment and community.		
a. Demonstrates an understanding of behaviors important to specific roles.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	The Creative Curriculum for Preschool Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” The Creative Curriculum Study Starters “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”
b. Demonstrates an understanding of the sequence of events.		
c. Negotiates roles, relationships, and actions during dramatic play activities.		
d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.		
e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.		

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Concept 3: Dramatic Play as Inquiry		
The child responds to dramatic play experiences.		
a. Talks about dramatic play experiences.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	<i>The Creative Curriculum for Preschool</i> Chapter 3: “Dance,” p. 152, 155; “Drama,” pp. 153–154, 155; “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: The Arts” “Enhancements to Interest Areas: Dramatic Play”
b. Adds details and new elements to dramatic play situations over time.		
c. Respects the ideas and suggestions of others during dramatic play.		
d. Responds to the performance of others.		